



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4744 W. Grovers Ave., Glendale, AZ 85308

International Studies Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Gail Spiegel
Schedule : 07:30 AM to 03:30 PM
Grades : Pre-K-6
2005 Enrollment : 113
Web Address : www.cardenschools.org
Phone Number : (602) 439-5026
Fax Number : (602) 547-2841
E-mail : gail.spiegel@learningmatters.org

Mission

Our mission:
*accept each student as a unique learner and develop the whole person
*ensure a safe learning environment
*provide a quality education which ensures each student a solid foundation with strong core academic skills
*expand international awareness and inter-cultural understanding through literature, art, music, and foreign language
*increase student's confidence, encourage character development, and instill a desire to be a life-long learner and contributing member of society.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Develop self-discipline, self-confidence and stamina in students so that they may have academic success.
- ü Develop a strong set of skills in reading, writing and math.
- ü Provide learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.

Enrollment

October 1, 2004 School Year Student Enrollment : 92
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 100

Instructional Programs

- ü Curriculum is Integrated From K-6
- ü Strong Reading, Writing & Math Programs
- ü Open Court Reading
- ü French Language, Art, Music, Drama, PE
- ü Saxon Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As a public charter school, we feel that we are held accountable to parents to give their children the best educational experience possible. Therefore, we hold all students to high academic standards.

Parents

We encourage parents to do their best to ensure that students have a home where education is valued and where parents support the efforts of our teachers in working with their children.

Transportation Policy

Bus transportation is available

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Students Recognized for Feeding the Hungry Project	2000
ü Red Cross Fund Drive	2001
ü Spelling Bee Finalist	2002
ü Pennies for Patients	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	--	79306	100	--	99	415	--	445	29	--	10	21	--	18	43	--	51	7	--	20
All Students (Prior Year)	14	--	75509	88	--	100	485	--	521	29	--	13	43	--	23	14	--	33	14	--	31
Female	10	--	38691	100	--	99	420	--	446	33	--	10	22	--	18	33	--	52	11	--	20
Male	NC	--	40583	NC	--	99	NC	--	445	NC	--	11	NC	--	18	NC	--	50	NC	--	21
African American	NC	--	4041	NC	--	99	NC	--	426	NC	--	17	NC	--	23	NC	--	50	NC	--	10
Hispanic	NC	--	32869	NC	--	99	NC	--	429	NC	--	15	NC	--	25	NC	--	51	NC	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	--	36197	NC	--	99	NC	--	463	NC	--	5	NC	--	11	NC	--	53	NC	--	31
Students with Disabilities	NC	--	10321	NC	--	100	NC	--	389	NC	--	30	NC	--	27	NC	--	34	NC	--	9
Students without Disabilities	12	--	69060	100	--	98	425	--	454	18	--	7	27	--	17	45	--	54	9	--	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	--	39415	NC	--	96	NC	--	431	NC	--	15	NC	--	25	NC	--	50	NC	--	10
Non-Economically Disadvantaged	12	--	39966	100	--	100	413	--	459	36	--	6	18	--	12	36	--	52	9	--	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	--	79395	100	--	99	419	--	446	21	--	9	43	--	25	29	--	55	7	--	11
All Students (Prior Year)	15	--	75492	94	--	100	497	--	519	33	--	12	33	--	16	20	--	47	13	--	24
Female	10	--	38743	100	--	100	431	--	451	11	--	7	44	--	24	33	--	57	11	--	12
Male	NC	--	40618	NC	--	99	NC	--	440	NC	--	11	NC	--	27	NC	--	53	NC	--	9
African American	NC	--	4052	NC	--	100	NC	--	434	NC	--	11	NC	--	29	NC	--	54	NC	--	6
Hispanic	NC	--	32915	NC	--	99	NC	--	426	NC	--	15	NC	--	35	NC	--	47	NC	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	--	36221	NC	--	99	NC	--	465	NC	--	4	NC	--	15	NC	--	63	NC	--	17
Students with Disabilities	NC	--	10331	NC	--	100	NC	--	388	NC	--	25	NC	--	37	NC	--	34	NC	--	4
Students without Disabilities	12	--	69139	100	--	99	432	--	454	9	--	7	45	--	24	36	--	58	9	--	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	--	39484	NC	--	96	NC	--	429	NC	--	14	NC	--	35	NC	--	47	NC	--	4
Non-Economically Disadvantaged	12	--	39986	100	--	100	421	--	461	27	--	4	36	--	16	27	--	63	9	--	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	--	78869	100	--	99	359	--	442	36	--	6	36	--	21	29	--	63	0	--	10
All Students (Prior Year)	15	--	75053	94	--	99	464	--	597	21	--	7	21	--	12	57	--	72	0	--	9
Female	10	--	38536	100	--	99	379	--	458	22	--	4	44	--	15	33	--	67	0	--	14
Male	NC	--	40302	NC	--	99	NC	--	428	NC	--	8	NC	--	26	NC	--	60	NC	--	7
African American	NC	--	4015	NC	--	99	NC	--	430	NC	--	8	NC	--	24	NC	--	61	NC	--	7
Hispanic	NC	--	32606	NC	--	98	NC	--	426	NC	--	8	NC	--	27	NC	--	60	NC	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	--	36078	NC	--	99	NC	--	459	NC	--	4	NC	--	16	NC	--	66	NC	--	14
Students with Disabilities	NC	--	10246	NC	--	100	NC	--	367	NC	--	18	NC	--	39	NC	--	40	NC	--	4
Students without Disabilities	12	--	68697	100	--	98	373	--	454	27	--	4	36	--	18	36	--	67	0	--	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	--	39106	NC	--	95	NC	--	427	NC	--	8	NC	--	28	NC	--	59	NC	--	5
Non-Economically Disadvantaged	12	--	39837	100	--	100	349	--	457	45	--	4	27	--	14	27	--	67	0	--	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	--	78906	100	--	99	507	--	498	11	--	13	22	--	19	44	--	48	22	--	20
All Students (Prior Year)	NC	--	76019	NC	--	100	NC	--	499	NC	--	14	NC	--	39	NC	--	14	NC	--	33
Female	NC	--	38644	NC	--	99	NC	--	500	NC	--	12	NC	--	19	NC	--	49	NC	--	19
Male	NC	--	40236	NC	--	99	NC	--	497	NC	--	15	NC	--	19	NC	--	46	NC	--	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	--	31938	NC	--	99	NC	--	481	NC	--	19	NC	--	25	NC	--	46	NC	--	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	11	--	36483	100	--	99	508	--	517	13	--	7	25	--	13	38	--	51	25	--	30
Students with Disabilities	NC	--	10664	NC	--	100	NC	--	430	NC	--	42	NC	--	27	NC	--	26	NC	--	5
Students without Disabilities	12	--	68310	100	--	98	517	--	509	0	--	9	25	--	18	50	--	51	25	--	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	--	38679	NC	--	96	NC	--	483	NC	--	20	NC	--	25	NC	--	45	NC	--	10
Non-Economically Disadvantaged	NC	--	40295	NC	--	100	NC	--	513	NC	--	7	NC	--	13	NC	--	50	NC	--	30

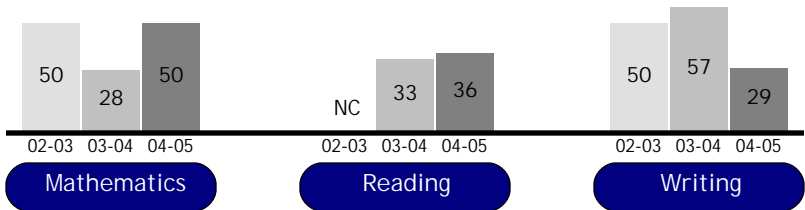
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	--	78908	100	--	99	485	--	484	11	--	10	33	--	23	33	--	58	22	--	9
All Students (Prior Year)	10	--	76020	100	--	100	507	--	503	0	--	25	30	--	23	70	--	40	0	--	12
Female	NC	--	38648	NC	--	99	NC	--	489	NC	--	8	NC	--	22	NC	--	61	NC	--	10
Male	NC	--	40233	NC	--	99	NC	--	479	NC	--	12	NC	--	25	NC	--	55	NC	--	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	--	31940	NC	--	99	NC	--	465	NC	--	16	NC	--	32	NC	--	49	NC	--	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	11	--	36502	100	--	99	485	--	502	13	--	4	38	--	14	25	--	67	25	--	15
Students with Disabilities	NC	--	10665	NC	--	100	NC	--	423	NC	--	30	NC	--	36	NC	--	31	NC	--	2
Students without Disabilities	12	--	68312	100	--	98	488	--	493	13	--	7	25	--	21	38	--	62	25	--	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	--	38662	NC	--	96	NC	--	468	NC	--	16	NC	--	32	NC	--	49	NC	--	3
Non-Economically Disadvantaged	NC	--	40315	NC	--	100	NC	--	498	NC	--	5	NC	--	15	NC	--	66	NC	--	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	13	--	78750	100	--	99	493	--	500	11	--	6	33	--	29	56	--	63	0	--	2
All Students (Prior Year)	10	--	75673	100	--	100	531	--	530	10	--	12	40	--	25	40	--	58	10	--	4
Female	NC	--	38586	NC	--	99	NC	--	515	NC	--	4	NC	--	22	NC	--	71	NC	--	3
Male	NC	--	40135	NC	--	99	NC	--	486	NC	--	8	NC	--	35	NC	--	56	NC	--	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	--	31841	NC	--	99	NC	--	483	NC	--	8	NC	--	36	NC	--	55	NC	--	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	11	--	36440	100	--	99	494	--	516	13	--	3	25	--	22	63	--	71	0	--	4
Students with Disabilities	NC	--	10622	NC	--	100	NC	--	415	NC	--	21	NC	--	50	NC	--	28	NC	--	1
Students without Disabilities	12	--	68196	100	--	98	505	--	513	13	--	3	25	--	25	63	--	69	0	--	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	--	38558	NC	--	96	NC	--	485	NC	--	8	NC	--	37	NC	--	54	NC	--	1
Non-Economically Disadvantaged	NC	--	40260	NC	--	100	NC	--	514	NC	--	3	NC	--	21	NC	--	72	NC	--	4

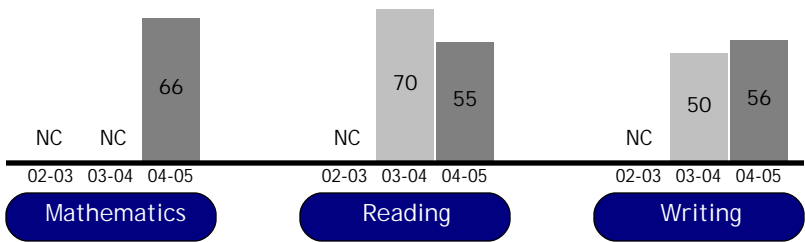
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	--	50	85	56	--	58	100	57	--	47
	Language	NC	NC	--	43	95	39	--	50	100	40	--	47
	Mathematics	100	47	--	57	95	50	--	64	100	52	--	50
3	Reading	100	52	--	47	75	43	--	55	100	32	--	44
	Language	100	44	--	54	94	25	--	61	100	34	--	44
	Mathematics	100	40	--	54	94	31	--	61	100	36	--	51
4	Reading	NC	NC	--	52	100	58	--	56	90	51	--	48
	Language	NC	NC	--	48	100	57	--	52	90	49	--	49
	Mathematics	NC	NC	--	57	100	66	--	61	90	60	--	53
5	Reading	NC	NC	--	50	NC	NC	--	55	100	44	--	50
	Language	NC	NC	--	46	100	NA	--	49	100	52	--	50
	Mathematics	NC	NC	--	57	100	NA	--	63	100	54	--	49
6	Reading	NC	NC	--	53	86	NA	--	56	NC	NC	--	51
	Language	NC	NC	--	45	100	46	--	48	NC	NC	--	47
	Mathematics	NC	NC	--	62	100	69	--	66	NC	NC	--	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Carden Elementary School of Peoria

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	8.30
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Hightly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

Ü Computer Lab	Ü Library
Ü Multipurpose Room	

Extracurricular Activities

Ü Sports
Ü Gymnastics
Ü Band Program
Ü Arts & Crafts

Social Services

Ü Boys and Girls Club
Ü Before School Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Open Court Reading adopted for school Language Arts program. All teachers trained in using the new curriculum.

- ü Students participated in various productions demonstrating an appreciation of the arts. There were evening presentations of vocal music, instrumental music, and musical/drama productions presented to the Carden community.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Carden Traditional School conducts frequent safety training and drills for students and staff members. Evacuation, shelter-in-place, lock-down and other safety drills are conducted frequently. Carden is a closed campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Gail Spiegel	(602) 439-5026
School Nutrition Programs		
Parent Organization	Liz Katz	(602) 439-5026
Student Health/Nurse	Maureen Singh	(602) 439-5026

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.